

emergence of information openness as a consequence of the electrification of relations between citizens and state institutions can not be called direct. The introduction of "e-democracy" is not able to make the police state more open, but it allows to improve the system of expression of will and increase the political participation of each member of society in cases of healthy functioning of a particular political system.

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## **KHARKIV AS HISTORICAL PLATFORM FOR ‘SMALL CITIZEN’ SOCIAL INFRASTRUCTURE FORMATION**

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In different historical epochs the attitude towards the child was not the same. Economic growth and development of scientific thought in the world influenced the awareness of the child as a separate social and age category in the second half of the 19th – beginning of the 20th centuries. The value of children's life increased, so the problem of high infant mortality became one of the basic concerns for medicine. The public and city government of Kharkiv also realized the importance of ensuring the special needs of small citizens, which became the necessary impetus to the formation of social infrastructure for children in the second half of the 19th – early 20th centuries.

The social infrastructure for children included children's hospitals, social care, educational institutions as well as circuses, theaters, toys and children's clothing stores. The purpose of the research is to identify the most and least developed areas of social infrastructure for children in Kharkiv. Comparative analysis, cartographic and statistical methods constituted the main methodology applied in the study.

Orphanages and educational institutions made up the only institutions for children in the late 18th – first half of the 19th centuries. While there was one orphanage for children within the first half of the 19th century in Kharkiv, at the end of the 19th century there were as many as 21 institutions. It should be pointed out that formation of a network of pre-school institutions in Kharkiv began in 1889.

The sphere of public education in Kharkiv was one of the most developed across the whole Russian Empire. In the city there were 111 primary schools and

21 secondary schools in 1903. For example, 36 elementary schools and 10 secondary schools were in Poltava in the same year. According to the data obtained, art, music, dance and sports schools for children appeared in Kharkiv within the analyzed historical period.

The development of medical facilities for children deserves particular attention. In the Russian Empire approximately 42.5% of babies used to die during their first days of life in the 1870s. Kharkiv was not an exception. The first children's hospital was founded here in 1878. One should emphasize that in the beginning of the 20th century there were three children's hospitals in Kharkiv, whose effectiveness was proven by the fact that infant mortality in the city decreased by 60%.

The children's fashion largely underwent transformation in the second half of the 19th century. Clothes became comfortable for active games. Children were given an opportunity not to be dressed as little adults. However, there were no children's clothing stores at that time. Clothing and footwear stores could be found in separate departments for children. With 24 footwear stores, only 9 sold children's shoes in 1881. It might sound strange, but the available findings show that the most entertainment facilities were oriented towards and designed for adults. Children were able to visit circuses and performances for children in the theater. It was not before 1920 when the first young spectator theater appeared in Kharkiv.

In conclusion it is worth emphasizing that the second half of the 19th – beginning of 20th century became the period when social infrastructure for children in Kharkiv was being formed. It was in Kharkiv where one of the most developed networks of medical institutions and educational organizations for children in the Russian Empire was established, with a sphere of entertainment being the least developed branch of social infrastructure. It should be highlighted that children from all social classes were able to survive and get education during that particular historical period.

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